

## Developing teamwork readiness in the process of training managers

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**Abstract.** The article considers certain peculiarities in the process and mechanisms of formation of the readiness of modern managers for teamwork. In addition, it focuses on the development of their competencies to manage activities of educational organizations.

**Keywords:** managers, teamwork, readiness for teamwork, educational organization

### 1. Introduction

Today, the GEF of Higher Education is a federal standard for the quality of higher education in the direction of training managers, and it is designed to simplify the integration of our education system with the common European one. This will allow graduates to easily adapt to the labor market of any country with the Bologna Declaration. This also means that new state educational standards orient universities to prepare a competent employee of an appropriate level and profile, competitive in the labor market, responsible, who is fluent in his/her profession, capable of working effectively in his/her specialty at the level of world standards, who is ready for continuous professional growth, social, and professional mobility, meeting individual needs in obtaining appropriate education [2, 6].

Developing mechanisms of future managers' readiness for teamwork is an important part of higher education, in general, and one of the essential issues of management training of students. The development of teamwork skills of modern managers already at the stage of university studies, in the context of developing the Russian state economy, proves the relevance of this study.

Teamwork is the process of team comprehension of real economic and economic situations and making joint decisions that increase work efficiency, which determines the managerial behavior of employees and the style of economic activity.

Analysis of studies of the youth labor market conducted by recruitment agencies suggests that the requirements of employers for university graduates in fact coincide with the above listed requirements of state educational standards. An employer who wants to meet new challenges, seeks to provide greater flexibility of wage labor through increased adaptability, a variety of work skills, continuous learning, etc. According to experts, the third professional revolution occurs when global competition highlights the highly educated people from the liberal professions. Under these conditions, the requirements of a modern employer are directed more toward initiative and independence, abilities to work in temporary working groups (teams), and high motivation to retrain future managers [5, 7, 9].

## 2. Materials and Methods

Modern educational technologies used today in teaching at the university contribute to the formation of the “readiness for teamwork” competency. The statement seems appropriate that the level of formation of managerial communicative competence may increase depending on the level of developing the competence “readiness to work in a team” in students of pedagogical universities. Teamwork in the management of an organization activates organizations’ activities in managing and making a joint decision.

As of today, the formation of professional communicative competence in the educational process of a university should be viewed as a process of integrating managerial abilities into the sphere of professional activity of future specialists with the development of skills through the use of modern educational technologies for developing communication skills. On this basis, we can argue that the competence of “readiness for teamwork” can act as the goal of training future managers in a pedagogical university. If we consider the “readiness for teamwork” as the ownership of ways of joint activities and the ability to apply knowledge to perform teamwork in a team to solve professional problems. In our opinion, this competence has personal significance for future specialists, regardless of their future professional activity.

The analysis of opportunities for the effective formation of the “readiness to work in a team” competence among modern managers allows us to identify a number of ways to form this competence that are relevant both for the modern level of educational opportunities of a university and for the requirements of a modern employer [3, 4, 6, 7]. New pedagogical technologies used in the classroom should be based on modeling situational tasks for managing educational organizations and solving social and communicative tasks in various fields of activity for relevant subjects.

The federal quality standards for higher education of the Federal State Educational Standards of Higher Education, the requirements of modern employers and the needs of the modern labor market have identified the need to simulate real situations of practical activity in the process of preparing future managers to form the “readiness for teamwork” competency.

The implementation of this approach was carried out on the basis of the following didactic teaching principles:

- The integration principle of the processes of establishing communicative competence and competence “readiness to work in a team” as the principle of restoring the natural integrity of the cognitive process based on the establishment of connections and relationships between communicative competence and competence “readiness to work in a team” ;
- The principle of practical orientation of training, the main idea of which is the concretization and acquisition by future managers of the knowledge and skills they need in their future professional activities and daily life;
- The principle of productive cooperation, which is based on joint activities, characterized by the desire of participants in the process of managing an educational organization to take into account the needs and interests of each and find a mutually satisfying solution.

For the effective formation of the “readiness for teamwork” competence through the training system, the necessary conditions are:

- Organization of training in a team;
- The inclusion of students in the process of mastering the work in a team on the basis of informed cooperation, activity, and reflection;
- Accounting for individual psychological characteristics of students (it is found that second-year students successfully master the technologies of teamwork, because the period of adaptation to the new social status is over and there is experience in doing practical work);
- Accounting professional interests;
- The implementation of methodological support tools to enhance teamwork in the learning process based on the case method, which provides information about the stages of team building,

the qualities necessary for successful teamwork; this allows students to work effectively on performing case studies in a team.

### 3. Results of the Pedagogical Experiment

Identifying the effectiveness of the approach being implemented in the preparation of future managers, the development level of the “readiness to work in a team” competence among students of the control and experimental groups was determined. A diagnostic questionnaire was developed, following the example of an assessment of the leaders of student associations. It is consisted of two parts [1]. The first part contains 25 questions to determine students’ readiness to work in a team and have skills to develop management decisions. The second one has 5 practical situational tasks, where the subject needs to describe his/her algorithm for getting out of the problem situation in management activities. With the help of the questionnaire, 86 students of the Management profile were interviewed. In the data obtained, the ways out and ways to solve problems in the management of the educational organization were evaluated. 2 groups of graduate students were allocated. They were examined in the appropriate survey mode: (1) *a control group*, which during the period of study were not involved in the work in the “team of managers” mode according to the developed methodology and were trained according to the classical model; (2) *an experimental group* that during the school year actively used the developed methodology for modeling and solving situational problems of managing an educational organization.

The results of analyzing the development level of the “readiness to work in a team” competence are presented in Tables 1, 2.

**Table 1.** Control group (beginning / end).

Key competencies	Level of formation, %		
	High 10-15 points	Basic 5-10 points	Threshold > 5 points
Ability to work with people	5/10	12/41	83/49
Constructive conflict resolution	3/11	11/25	86/64
Taking responsibility	4/9	18/30	78/61
System thinking	9/12	16/32	75/56
Project management	8/9	19/28	73/63

**Table 2.** Experimental group (beginning / end).

Key competencies	Level of formation, %		
	High 10-15 points	Basic 5-10 points	Threshold > 5 points
Ability to work with people	6/19	12/40	82/41
Constructive conflict resolution	4/18	12/30	84/52
Taking responsibility	3/25	18/44	79/31
System thinking	6/22	13/36	81/42
Project management	7/15	15/53	88/32

### 4. Discussion

In the course of the pedagogical experiment conducted on the basis of the proposed methodology, it is found that the microclimate in the student training groups improves; they also performs tasks in teams with readiness, independently distributing team functions. Research projects (as a final control of knowledge on the topic studied) were performed as a coordinated work of the whole management team, when everyone time felt responsibility for the overall result. The developed level of the “readiness to work in a team” competence has increased. This generally confirms the feasibility of

using the developed methodology in preparing future managers in the educational process of a pedagogical university.

## 5. Conclusion

Effectiveness in the training of future managers is greatly enhanced by using a technique based on modeling situational tasks for managing an educational organization and solving social and communicative tasks in various fields of activity for its subjects. The presented approach contributes to the formation of practical professional competencies of managers necessary for a successful career in modern conditions. Our further research would take into account certain peculiarities of digital development [8].

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